

COVID-19 Operations Written Report for Yuba City Unified School District

| Local Educational Agency (LEA) Name | Contact Name and Title | Email and Phone | Date of Adoption |
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| Yuba City Unified School District | Pamela Aurangzeb Assistant Superintendent Educational Services | paurangzeb@ycusd.org 530-822-7611 | 06/23/20 |

Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of the changes your LEA has put in place. LEAs are strongly encouraged to provide descriptions that do not exceed 300 words.

Provide an overview explaining the changes to program offerings that the LEA has made in response to school closures to address the COVID-19 emergency and the major impacts of the closures on students and families.

March 15, 2020, the Yuba City Unified School District notified the community of our intent to close schools beginning March 17th, 2020. During the first period of closure, between March 17th and April 3rd, the district provided students with print assignments for home study. While the community was under a shelter-in-place order, students with the support of families worked independently at home. A packet distribution center was set up at the district office for families to retrieve for home use. During this time, the district developed training and resources to support a distance learning model of instruction. Teachers had the opportunity to participate in a variety of webinars to prepare to provide students with instruction online.

At the end of spring break, on April 14th, teachers returned to instruction of their classes through a distance learning model. Instructional coaches along with the tech team continued to provide support to staff and students as needed.

Teachers supported students with online instruction and materials for the remainder of the school year. Guidelines for distance learning were provided to teachers to support a consistent approach.

Administrators, counselors and teachers made personal contact with families who did not respond to the early opportunities in distance learning, for the purpose of providing support and encouraging participation. Regular administrative meetings were held to address concerns and challenges, including how to address grades and report cards. Details were clearly explained in a grading document provided to staff and parents.

The greatest impact felt by students was the loss of contact with school and instructional staff. While teachers and administrators reached out to support students, it was not as meaningful as in-class direct instruction. An additional impact felt by families was the loss of school site celebrations including student recognition assemblies, promotion, and graduation ceremonies. School administrators and staff did provide fanfare that was safe through yard signs, drive-thru celebrations, and creating videos for families. The closing of the after-school expanded learning program and general childcare during work hours has had a significant impact on many families.

Provide a description of how the LEA is meeting the needs of its English learners, foster youth and low-income students.

Yuba City Unified staff made diligent efforts of meeting the needs of ELs during distance learning. To support initial instruction and ensure state compliance with distance learning, a website of resources was provided to all YCUSD staff. The website offered instructional resources in multiple languages, free professional development opportunities for teachers, articles to support distance learning with ELs, an example of a designated ELD Google Classroom, and biliteracy reading opportunities for Yuba City families to utilize. Collaboration meetings between teachers, with the support of the EL Coordinator, were implemented to discuss synchronous activities specific to developing language for our EL students as well as asynchronous projects to engage students in while learning language. Designated ELD teachers met with students multiple times a week, while integrated ELD classes provided at minimum one language lesson per week, and scaffolding core instruction as needed. Butte County Office of Education has worked in tangent with YCUSD to support our migrant families as they return to our area for spring work to ensure students are enrolled and receive educational materials and resources.

In an effort to reach our foster student population in YCUSD, a query was generated to list all known foster students enrolled in the district and cross-checked with CALPADS data. Our two district social workers personally called every student on that list to check in, often having to call agency social workers/case carriers to track down relocated students. In a partnership with Sutter County Office of Education utilizing state grant monies, over ten foster students received a personal Chromebook intended for them to keep. Three students were also given hot spots through the same grant to use with district provided Chromebooks where internet was not reliable.

A similar manner, we reached out to all documented homeless students enrolled in YCUSD as well. Our two district social workers personally called and tracked down our homeless families in an effort to connect and check in on basic welfare. We discovered many had moved and relocated to various locations. Many had expired hotel vouchers and were transitioning between local motels. We were able to get information on community resources to them, including food pantries, our school meal program, COVID testing sites and delivered Chromebooks to the students so that they could access class instruction and SEL supports. Our district worked with three local motels who are part of the homeless voucher program to provide free Wi-Fi access to families so that students could access distance learning. Deliveries of meals was provided to the doorstep of several families who had no reliable transportation. Social workers assisted families with necessary paperwork in order to access COVID related resources, including unemployment and the extended EBT program. Our local Education Foundation (YCEF) fulfilled the grant requested needs totally over \$500 to date to assist families with hygiene supplies, clothing, shoes, food, bedding and medical supplies.

Each school site was asked to reach out to families beginning with the classroom teacher first. If the teacher was unable to reach the child through provided parent email and phone numbers, that information was given to the school counselors to continue the reach out. Students who were not responding to phone calls, texts, and emails were then given to site administration teams to continue a deeper efforts, including non-contact home visits where feasible. If these efforts provided futile, or if we had reason to be concerned about the mental and/or physical well-being of a student, the Director of Student Engagement contacted Sutter County Probation to conduct a physical welfare check. A form was created to document the visit and record any services or needs that remained unmet with the family and any barrier that existed to their child accessing school. Over 150 of these physical welfare checks were conducted and the form shared back with the home school site. As a

result, the district was able to procure updated contact information (including new phone numbers and addresses) for many families, connect the student with access to paper packet curriculum or a Chromebook, and express the importance to our families that while school was physically closed, it was still continuing via distance learning.

In an effort to reach all students in YCUSD and provide tier 1 SEL supports, the district comprehensive counseling team created a website with SEL lessons and resources for all levels of students, TK-12. This website was accessible to the public as well and was viewed extensively since its inception on March 24. This website was updated frequently with community resources, agency phone numbers, crisis lines, SEL lessons and links, and general academic and career advising for our students. Additionally, all counselors were asked to get a free google voice number so that they could be accessible to families via text and phone, knowing that nearly all families, despite income level, have an operable cell phone. School counselors continued to run small group counseling sessions where feasible, providing tier 2 level support.

Provide a description of the steps that have been taken by the LEA to continue delivering high-quality distance learning opportunities.

The Education Services Department prepared a YCUSD Independent learning webpage for students on March 11th. This site provided resources for students to access once the closure was eminent. This independent learning webpage was published on March 18th. A link to the website was posted on the YCUSD webpage with an icon linking to each student's Classlink screen. Parents were notified via auto-dialer, email, and text as well as the district website. The team developed YCUSD Student Curriculum Survey to assess student needs and technology capability. The results of this survey led to the distribution of 7000 chrome books and hundreds of additional sets of print materials.

Teachers on special assignment or instructional coaches (TOSAs) created the first round of print materials for students (week of March 9th-13th). Parents picked up packets at the district office (March 17th-22nd). Digital copies were posted on the YCUSD Independent Learning webpage.

Next, the Education Services team developed a Distance Learning webpage for teachers which included all of the following as well as additional links and resources:

- Distance Learning Protocols
- Aeries Communications tutorials
- Tutorials and videos related to Google Classroom and Apps
- Tutorials and videos related to accessing and assigning digital resources for K-12th core curricula
- Webinars for getting started with google classroom
- Recruited K-5th and 6th-8th Content Area teachers to develop print and digital lessons and materials (March 30th - April 7th)
- Recruited 9-12 teachers to develop 1 week of paper material in English, Math, Science and Social Science (March 30th - April 7th)
- Beginning on March 30th, TOSAs and Ed Services staff began reaching out to individual teachers to provide support as teachers began to set up Google Classrooms and develop distance learning lessons/activities.

- Beginning on April 2nd and continuing through May 1st, TOSAs and Ed Services staff offered webinars for teachers related to Distance Learning skills, applications, and resources.

April 7th-10th, the YCUSD Independent Learning webpage was updated and published with the 2nd round of digital & print lessons and resources. Parents, students, and teachers could access via link from YCUSD main webpage or through Classlink icon.

On April 14th, the “soft” roll-out of online Distance Learning started. Some teachers were ready and began reaching out to students. Others used this week to set up their Google classrooms & finalize their distance learning lessons/activities. On April 20th, all teachers engaged in online distance learning with their students. Beginning the first week of May, TOSAs facilitated voluntary virtual grade-level meetings as an opportunity for teachers to share distance learning strategies. Once distance learning was in place, Ed Services staff met virtually with TOSAs on a weekly basis to identify teacher needs, teacher requests, troubleshoot issues, and organize supports for teachers.

Our Special Education Department worked together to determine services that could be provided during distance learning. Staff made contact with parents/guardians of all students on their caseloads to discuss possible services and supports to students. All parents were issued Prior Written Notices outlining services that were discussed and being offered. Parents were also provided copies of their procedural safeguards based on the changes to their program. Our special education teams continued to have regularly scheduled meetings to discuss progress and concerns. Teams continued to offer parents the option of virtual IEPs during distance learning.

Provide a description of the steps that have been taken by the LEA to provide school meals while maintaining social distancing practices.

During the school closure, the Yuba City Unified School District operated the Summer Food Service Program Monday through Friday from 8:30AM - 10:00AM at the following locations: Andros Karperos, April Lane, Bridge Street, Riverbend, Butte Vista, Park Avenue, and Richland Housing. Both breakfast and lunch were distributed together in a drive-thru/ walk up service. Families who drove-thru were asked to stay in their car while staff placed their meals on a cart. When staff were 6 feet away they let the families know that they could pick up their meals off the cart. Families who walked-up were asked to stay on the opposite side of the cart and our staff are placing their meals on a cart. When staff were 6 feet away they let the families pick their meals up off the cart. YCUSD staff were wearing gloves and facial covering while preparing and serving meals. Information about the program was communicated through the district website, social media, and our auto-dialer communication system.

Provide a description of the steps that have been taken by the LEA to arrange for supervision of students during ordinary school hours.

At this time, we are working in collaboration with our city officials to determine the process that will be used to provide these services should they be deemed necessary.